

Parkwall Primary School

Earlstone Crescent, South Gloucestershire, BS30 8AA

Inspection dates

27–28 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress has not been consistent enough since the last inspection, particularly in reading and mathematics.
- Pupils have not reached the standards of which they are capable by the end of Year 6, and in 2013, attainment was well below average in reading and mathematics.
- There are weaknesses in pupils' grammar, punctuation and spelling.
- While teaching has improved, it has not been effective enough over time to promote good progress for all groups of pupils.
- Learning activities have not always been demanding enough, particularly for the most able.
- Key subject leaders are not yet fully involved in checking and developing teaching so that it is fully effective in securing pupils' progress.

The school has the following strengths

- Children in Reception get off to a good start.
- Pupils make good progress in their creative and report writing.
- After a very difficult period, senior leaders and governors have taken decisive and effective action to improve teaching and raise achievement. Pupils are now making faster progress.
- Leaders, staff and governors have created a safe and positive school environment for pupils to learn and develop in.
- Pupils show good attitudes to learning and enjoy the activities provided.
- Pupils are courteous, considerate and respectful to others.
- They behave well in lessons and around the school. In assembly and some lessons, behaviour is exemplary.
- There are effective procedures to ensure that pupils are safe and well cared for.
- Pupils feel safe at school and very well looked after by the adults.
- Attendance levels have improved because of the school's action.
- Parents hold positive views about the school.

Information about this inspection

- The inspector observed teaching and learning in 10 lessons. Some of these were seen jointly with the associate headteacher.
- Discussions were held with the executive headteacher, associate headteacher, staff, a representative from the local authority, governors and pupils.
- Only six parents completed the online survey, Parent View, but the inspector took account of the school's own survey carried out in summer 2013.
- Pupils were heard to read and discussions were held with them about their reading.
- Questionnaires from 23 members of staff were analysed.
- The inspector examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work, safeguarding procedures and the school's development planning.

Inspection team

Derek Watts, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or a statement of special educational needs is above average.
- A well above average proportion of pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and other groups.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school is federated with another local school, Park Primary. An executive headteacher leads both schools. Each school has an associate headteacher.
- The associate headteacher at Parkwall took up the post in September 2012.
- The two schools share one governing body.

What does the school need to do to improve further?

- Ensure that teaching promotes consistently good progress so that pupils reach higher standards, particularly in reading and mathematics by the end of Year 6, by:
 - taking positive steps to improve pupils' grammar, punctuation and spelling
 - building on the initiatives to develop pupils' reading skills
 - developing pupils' practical problem-solving skills equally well in all classes ensuring that teachers routinely provide challenging and demanding work to extend the most able.
- Extend the role of key subject leaders so that they are fully involved in checking and developing teaching so that it effectively secures pupils' learning and progress.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' attainment and progress declined after the last inspection. By the end of Year 6 in 2013, attainment was well below average in reading and mathematics. Published data indicate that pupils made inadequate progress in these areas through Years 3 to 6.
- Very few Year 6 pupils in 2013 reached the higher National Curriculum levels in reading, mathematics and grammar, punctuation and spelling. Pupils' attainment in Year 2 also dipped to well below average levels in 2013.
- The school has been through very difficult and exceptional circumstances which have contributed to the decline in pupils' performance.
- Decisive and positive action has been taken by the senior leaders to improve teaching and to raise achievement rapidly. Pupils are now making much faster progress and the under-achievement of the past has been arrested. This better progress has not yet been sustained over time and has yet to have an impact on attainment and progress by the end of Year 6. However, the school's internal data show that Year 6 attainment in 2014 is likely to be higher than in 2013.
- Children enter Reception with knowledge, understanding and skills well below those expected for their age. They make good progress in the areas of learning because of good teaching, effective adult support and the interesting indoor and outdoor activities provided.
- In Reception, children made good progress as they followed instructions carefully in making honey and jam sandwiches for the 'Teddy Bears' picnic. Others made good gains in creating different shades of brown for painting pictures of teddy bears. Children also made good progress in describing what they had been learning.
- Pupils make good progress in speaking and listening in lessons because of the well-planned opportunities provided for them to explain and discuss their learning in pairs and in small groups. For example, pupils in a Years 2 and 3 class worked well in pairs in the role of characters from Roald Dahl's *Fantastic Mr Fox*.
- Pupils' reading is improving. The results of the phonics (letters and the sounds they make) reading check in 2013 for Year 1 were above average. Pupils' comprehension skills are improving because of the school's action and pupils clearly enjoy the books which form the basis of their English lessons.
- Over the years, pupils' attainment and progress have been stronger in writing than in reading and mathematics. Pupils make good progress in story and report writing. Writing is often creative and imaginative. However, grammar, punctuation and spelling are less strong, particularly in the lower year groups.
- In mathematics, most pupils are now beginning to make good progress though inconsistencies remain. They use practical apparatus well to solve problems. For example, pupils in Year 1 used apparatus and different methods to solve addition problems. In Year 5, pupils calculated the area of their classroom floor and accurately worked out the cost of covering the floor area in wood or carpet. They used units and symbols correctly in their calculations.
- In 2013, the Year 6 pupils supported by the pupil premium attained higher standards than the others in mathematics, reading and writing. Effective support and one-to-one teacher tuition are working well in ensuring these pupils make accelerated progress.
- Most disabled pupils and those who have special educational needs are making good progress. Teaching assistants provide good guidance and support.
- Pupils are developing healthy lifestyles and physical fitness through physical education lessons and the additional sporting activities provided such as basketball, football and gymnastics.

The quality of teaching

requires improvement

- Teaching has not been strong enough since the last inspection to ensure that most pupils make consistently good progress. Work has not always been sufficiently demanding, particularly for

the most able.

- Teaching has improved recently and much is now good. The improvements are having a positive impact on pupils' progress. These improvements have not yet led to better attainment and progress by the end of Year 6.
- There are examples of outstanding practice. Increasingly, teachers are setting demanding work to challenge and extend the most able pupils.
- In all classes, teachers create a positive classroom climate to promote good learning. Teachers and support staff establish very positive relationships with pupils. Teachers expect pupils to do their very best and the pupils respond well to the challenges.
- In Reception, there is a good range of activities on offer. Children receive effective guidance in speaking, reading and writing. They are also given good opportunities to be creative and explore.
- The teaching of reading is a high priority. Pupils have regular sessions which consolidate and extend their knowledge and understanding of phonics. In the teaching of mathematics, pupils' calculation skills are consolidated and extended. Although more practical problem-solving activities are planned in mathematics, this aspect is not taught consistently well in all classes.
- Teachers use drama, discussion and role play effectively to generate ideas for writing. Pupils are clearly shown how to create and improve sentences.
- In a successful Year 6 lesson, pupils made exceptional progress in planning and writing a newspaper article about an attempted burglary. They were keen to take on the role of a journalist as the teacher skilfully explored with them the features of a successful report. Using the pupils' ideas and imaginative vocabulary, she shared an opening for a report which grabbed the reader's attention. In their writing, pupils used 'catchy' headlines, description and a blend of facts, opinions and quotes effectively. The teacher provided constructive feedback to help improve pupils' work.
- The teaching of disabled pupils and those who have special educational needs is effective. Pupils receive good guidance and support from teaching assistants and, consequently, progress well. Materials and tasks to help pupils learn are well matched to their needs.
- Teachers set clear targets to guide pupils individually in their learning in literacy and numeracy. Pupils know what they are aiming for. Teachers' marking is detailed and thorough. Teachers provide praise for good work and constructive comments to help pupils improve.

The behaviour and safety of pupils are good

- Pupils' behaviour and safety continue to be a real strength of the school. Leaders, staff and governors have created a positive and welcoming school atmosphere where pupils can learn and develop.
- Parents are very pleased with the way the school promotes good behaviour and almost all that responded to the school's survey believe that their children are safe and well cared for at school. These positive views reflect the findings of the inspection.
- Children in Reception settle into school well and enjoy their learning. They develop strong relationships with adults and other children. They make good progress in their personal and social development.
- The older pupils in Years 1 to 6 show enthusiasm for learning and participate well in the activities provided. They clearly enjoy coming to school and show consideration and respect for others. In assembly and in some lessons, pupils' attitudes and behaviour are impeccable.
- The behaviour of pupils is good. Pupils behave well in lessons, in the playground, the dining hall and in other areas of the school. The school's records show that behaviour is typically good and exclusions since the last inspection have been very few.
- At Parkwall, pupils are courteous, friendly and considerate. They show a good understanding of different cultures and faiths. Throughout the school relationships are strong. One pupil informed

the inspector, 'Everyone is friendly to each other.'

- In a highly successful assembly, pupils appreciated and celebrated the achievement of others. Pupils were praised and received certificates for their achievements in writing, mathematics, swimming and for their positive qualities and behaviour. Attendance was also promoted well with two classes celebrating 100% attendance for the week. Within the very positive atmosphere pupils were fully engaged, reflective and extremely well behaved.
- The school's work to keep pupils safe and secure is good. As a result, pupils feel safe at school and very well looked after by staff. They reported to the inspector, 'I know that I am safe at school.'
- Discussions with pupils show that they have a good understanding of bullying and the different forms it can take, including name-calling and cyber bullying. They reported that bullying does not happen because teachers quickly sort problems out.
- Attendance has improved to above average levels because of the positive action taken by the school. Leaders and staff effectively promote the importance of good attendance and a school welfare officer makes an effective contribution to monitoring attendance and supporting families whose children have low attendance.

The leadership and management are good

- The sudden and tragic loss of the associate headteacher in June 2012 had a considerable impact on the school community and subsequently on the school's performance. The executive headteacher, relatively new associate headteacher and governors have shown strong leadership and support during a very difficult period for the school.
- After a decline in pupils' attainment and progress, senior leaders have taken decisive and rigorous action to raise achievement. The rate of pupils' progress is increasing.
- Leaders have rightly placed considerable energy into improving teaching. Expectations of what pupils can achieve have been raised and there is now greater consistency in ensuring that work is challenging and demanding for pupils. Teaching assistants are making a stronger contribution to pupils' learning than previously.
- The quality of teaching is carefully checked by the senior leaders and the local authority. Procedures for appraising the performance of teachers effectively support the improvement of teaching. Training and improvement targets are well linked to pupils' progress and school improvement priorities.
- Key subject leaders carefully check pupils' progress and the quality of work in their books. They are not involved enough in the check and development of teaching to secure accelerated progress, but there are plans for this to happen.
- The curriculum has been effectively reviewed to ensure that activities and topics are interesting and relevant to the pupils' learning at Parkwall. Pupils enjoy the additional activities, such as clubs and educational visits. The sports grant has been used well to extend pupils' sporting activities. External specialists offer good quality coaching to pupils and help to develop the skills of staff.
- There are no signs of discrimination and all pupils are valued and have full access to the activities provided.
- The pupil premium funding is properly used to provide eligible pupils with additional support. Improved teaching, one-to-one tuition and other initiatives are having a positive impact on the progress of those eligible for the funding.
- The local authority provides good support and has confidence in the leaders and staff in bringing about improvement.
- The response to the school's survey indicates that parents are pleased with the care and education provided for their children. The school works hard in helping parents to support their children's learning.

■ **The governance of the school:**

- Members of the governing body are very supportive of the leaders and the two schools. They show a clear understanding of the school's information about attainment and progress. Governors are kept well informed about improvements to teaching and learning. They are providing considerable challenge to ensure that pupils' achievement is improving. The governors are up to date on performance management procedures and ensure that promotion and pay awards are based on the progress that pupils make. They make sure that the pupil premium funding is used wisely and check the impact of the funding on pupils' progress. The governors have attended useful courses to help them in their role. All safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109020
Local authority	South Gloucestershire
Inspection number	440980

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	142
Appropriate authority	The governing body
Chair	Ed Gillard
Executive headteacher	Mark Dee
Date of previous school inspection	February 2011
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